

Designated Safeguarding Role (DSL) during COVID-19 outbreak

Overview

During these unprecedented times schools are having to run on reduced staffing numbers and this may include without the school DSL (Designated Safeguarding Lead) or Deputy DSL on site. In most situations the DSL/DDSL will be available by phone to support the school even if they have to self-isolate. However there may be exceptional circumstances when due to illness another member of the staff team is acting as the DSL with limited knowledge of the role. Wherever possible for good practice this member of staff should be part of the schools senior leadership team (SLT).

In these exceptional circumstances the member of staff acting as DSL will undertake a stripped down version of the role as outlined in KCSiE 2019.

It is strongly recommended that in these circumstances the acting DSL must read the KCSiE 2019 (whole document) as well as refreshing their knowledge on internal policies and procedures.

Key Roles for staff member undertaking DSL role in the absence of DSL or DDSL.

Monitoring and acting upon safeguarding concerns:

- Ensure that any concerns are logged on a pupils file to continue to build a picture – use current school systems where possible (CPOMS/My Concern/Paper)
- Ensure any concerns that a child is at risk of harm is reported to the Multi-Agency Safeguarding Hub (MASH) or the police.
- Ensure that the education settings are represented at any multi-agency meetings (strategy, child protection or child in need). Dial in to any meetings that take place.
- Share information with key colleagues from MASH if a referral is made from another source, review logs on CPOMS/My Concern/paper and share any concerns regarding the family.
- Ensure that all contact with the child and family is logged, including where contact has not been possible.
- Operation Encompass is running as normal; therefore please ensure the dedicated school mailbox is checked daily.



Who to contact if you have a concern

Please use the [Gloucestershire Levels of Intervention for guidance](#) and if you are still unsure contact the following for support:

Gloucestershire MASH

As teams are working remotely, please where possible use email
childrenshelpdesk@gloucestershire.gov.uk

- o **If you think a child is at immediate risk of significant harm then contact MASH on 01452 426565 (Option 3)**

Or contact the police - 999/101

If a child is open to social care, ensure that any concerns are reported to the allocated social worker. If you are unsure of who the allocated social worker is contact local social work teams on the following numbers:

Cheltenham 01242 53 2366 / 532447

Cotswolds 01452 425006 / 427515

Forest of Dean 01452 583487 / 583861

Gloucester 01452 328018

Stroud 01452 583672 / 583666

Tewkesbury 01452 324200

Further information and guidance:

Keeping Children Safe in Education 2019 (KCSiE 2019) –

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Gloucestershire Multi-Agency Safeguarding Hub –

https://www.gscb.org.uk/media/1254/gloucestershire_mash_information_leaflet-60709.pdf

Gloucestershire Safeguarding Children Executive – www.gscb.org.uk

Gloucestershire Safeguarding in Education (GSEP) (Safeguarding information) -

<https://www.gscb.org.uk/i-work-with-children-young-people-and-parents/safeguarding-in-education/>

Gloucestershire Safeguarding in Education team contact details:

Georgina Summers – gsep@gloucestershire.gov.uk – 01452 426221

Danielle Chrystal – gsep@gloucestershire.gov.uk – 01452 583643

Lou Burrige – gsep@gloucestershire.gov.uk – 01452 426044



Key things to look out for:

Physical Abuse:

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Emotional Abuse:

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another

It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse:

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including exploitation, not necessarily involving a level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

[Sexual Behaviours Traffic Light Tool – Brook](#)



Neglect:

Neglect is the persistent/ongoing failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing and shelter (including exclusion from home or abandonment) protect a child from physical and emotional harm or danger, ensure adequate supervision (including the use of inadequate care-givers), ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

[Gloucestershire Multi Agency Neglect Toolkit](#)

Domestic, Sexual, Violence and Abuse (DSVA):

Domestic Abuse and Violence is the misuse of power and the exercise of control by one person over another within a close relationship

It may involve:

- Physical violence
- Emotional or psychological abuse
- Sexual violence and abuse
- Controlling where you go and who you meet
- Financial control

If you suspect Domestic Abuse you can complete a [DASH Risk Assessment Form](#)

MARAC guide and Operating Protocol is available at

<http://www.glostakeastand.com/favicon.ico> and MARAC queries can be sent to:

MARAC@gloucestershire.pnn.police.uk

Exploitation:

County Lines, Sexual (CSE), Radicalisation and Extremism, Modern Slavery, Criminal, Gangs, Trafficking:

- The young person could receive something in return for sexual services/behaviour/activities, or enticing someone else into such activities
- Could be forced/coerced/bribed/receive something in return for e.g. drug running, working
- Always involves a relationship of inequality of power, influence or control
- Perpetrators use sophisticated grooming strategies
- Frequently seen by the young person as acceptable at first
- Violence, coercion, intimidation
- Includes the use of technology whereby the young person may not immediately recognise what is being done

[Channel Referral for concerns regarding radicalisation](#)

Female Genital Mutilation (FGM):

If a member of staff, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.